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ABSTRACT

Intended for the beginning or inexperienced supervisor, this continuing education course syllabus presents basic information on the development of human relations skills, particularly in the areas of leadership, communication, conflict, and motivation. Role playing situations set in various types of medical libraries are also outlined to provide course participants with an opportunity to practice using the information provided. Topics covered include leadership styles; the situations where it is appropriate to use different leadership styles; effective leadership; the skills of active listening and assertive talking; the identification of basic strategies for dealing with conflict; the theories of motivation developed by Abraham Maslow, Frederick Herzberg, Douglas McGregor, and McClelland/Atkinson; and methods of creating opportunities for motivation. The 51-item bibliography provided lists books, journal articles, and audiovisual materials. (ESR)

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# MEDICAL LIBRARY ASSOCIATION COURSES FOR CONTINUING EDUCATION

## CE 5
## Human Factors in Library Administration

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IR050 445

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(Previous edition, 1976)

## HUMAN FACTORS IN LIBRARY ADMINISTRATION

This course covers basic materials on the topics of leadership, conflict, motivation and communication. It is intended for the beginning or inexperienced supervisor. Participants will have an opportunity to use the information provided in the course in a variety of role-playing situations.

### Course Objectives

Upon completion of the course, the participant will be able to:

1. Identify 4 styles of leadership and the conditions under which it is appropriate to use each style.
2. Define what an effective leader does.
3. Describe the leadership style he or she uses most often.
4. Describe the skills of active listening and assertive talking.
5. Identify basic strategies for dealing with conflict.
6. Describe the strategy he or she usually uses in dealing with conflict.
7. Describe 4 basic theories of motivation: those of Maslow, McGregor, Herzberg, and McLelland/Atkinson.
8. List 3 ways of creating opportunities for motivation.

**ACKNOWLEGEMENT**

This revision of the course "Human Factors in Library Administration" uses some concepts and materials created by the earlier developers, Cecile Kramer and Phyllis Mirsky. My thanks to them.

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## INTRODUCTION

Three kinds of skills are needed on the job:

1. Task-related skills
2. Cognitive (thinking) skills
3. Human relations skills

The purpose of this course is to discuss the techniques of working effectively with people – the development of human relations skills.

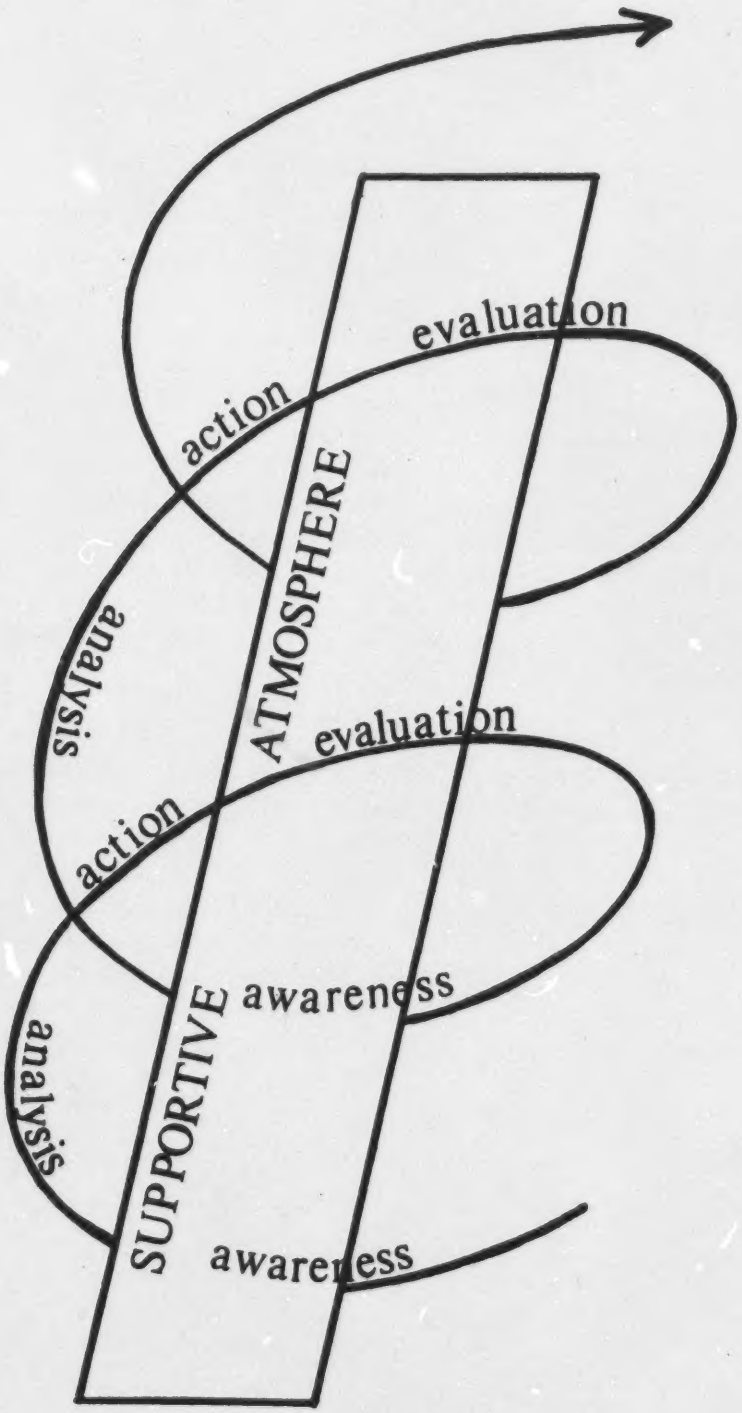
Before the twentieth century, little attention was paid to the worker. He or she was considered to be a tool which could be abused and discarded when worn out. Beginning in the 1920's with the work in the United States of F. W. Taylor (who is called "the father of scientific management"), managers have come around to the viewpoint that people are the most important factor in any organization. J. Watson Wilson has said that if you dig very deeply into any problem, you will find "people."

Since Taylor's seminal work, management literature in the field of human behavior has become voluminous. Some excellent research is being done concerning human relations in the job. Most of the information given in this syllabus is based on such research findings. This research gives us the *science* of management. Management, like law and medicine, has a large body of knowledge upon which practice is based. And like law and medicine, the application of that knowledge is the *art* of management.

This course is designed so that librarians will have the opportunity both to learn some of the theory of management and to practice the application (the art) of management techniques in a laboratory environment. This will allow an opportunity to test new techniques which you may then decide to use or not to use in your regular jobs.

The growth or learning spiral on the next page illustrates the steps in developing or changing one's managerial style. It shows that, in a supportive atmosphere, you, the supervisor or manager, will have the freedom first to become aware of the methods or styles you use in management, then to analyze the effectiveness of those styles and methods, and finally to take action to change if you so decide.

# GROWTH OR LEARNING SPIRAL



## LEADERSHIP

What is the difference between a supervisor, manager and a leader? Do they do the same things?

A *supervisor* is someone promoted from within or appointed from outside to train, guide and oversee one or more people. A supervisor may or may not be involved in such *management* tasks as planning, organizing, budgeting, etc., but every supervisor has at least one major management responsibility – that of seeing to it that the people under him or her work to accomplish the goals of the organization. The supervisor's boss will most likely judge the supervisor's worth to the organization by how well he or she is able to get his or her employees to work toward organizational goals. This managerial role will sometimes conflict with a supervisor's other major responsibility – to see to it that on-the-job needs of his or her employees are met.

The person who is able to get the group's needs satisfied will become the group leader. Ideally the supervisor will assume this leadership role. This aspect of a supervisor's job is called "human-orientation or relationship-orientation." The first and most important step in becoming a leader is for the supervisor to build a strong relationship with his/her employees. The relationship between the supervisor and the employee can be thought of as a channel through which thoughts, feelings and responses flow. There must be two-way communication between the employee and the supervisor in order for the channel to stay open and the relationship to be sound. The effective supervisor sees the relationship first and the employee second, and thereby maintains toward the employee an attitude of "unconditional positive regard" or "You're OK."

Supervisors who have established this kind of channel are able to discuss with and be aware of each of his or her employees' personal needs and goals in the job. These personal goals have been called the employee's "personal agenda." The personal agenda is not the same thing as the often mentioned "hidden agenda."

Both personal and hidden agendas express needs which a person or group has. Most people are fairly open about their personal agendas, especially with people they trust, while a hidden agenda usually remains hidden.

**Using the Personal Agenda**

*An attractive woman in her early twenties was hired to work in the Circulation Division at the State University Health Science Library. About a week after she had worked there, she told her supervisor that her main reason for taking the job was 'so that she could meet*

*young men, especially medical students.' This was her personal agenda. Rather than condemning her for being 'silly' or 'man-crazy,' the young woman's supervisor made some rearrangements in the work schedule of the Circulation Department, so that she could work at the front desk where she would have the opportunity to meet men. This employee became an excellent public relations person for the Library and was a hard-working and motivated employee until the day she left, four years later, to go with her intern husband to another city. Her supervisor had not discounted her personal agenda.*

Some guidelines for building a sound relationship with employees are:

1. Keep the relationship on a business basis.
2. Build the relationship with a new employee promptly and carefully.
3. Maintain the relationship daily.
4. Repair damages to the relationship as quickly as possible.[1]

It has been said that the supervisor is 95% responsible for the condition of the supervisor-employee relationship. Creating this relationship channel is the most valuable thing a supervisor can do to develop good employee communications.

## Leadership Style

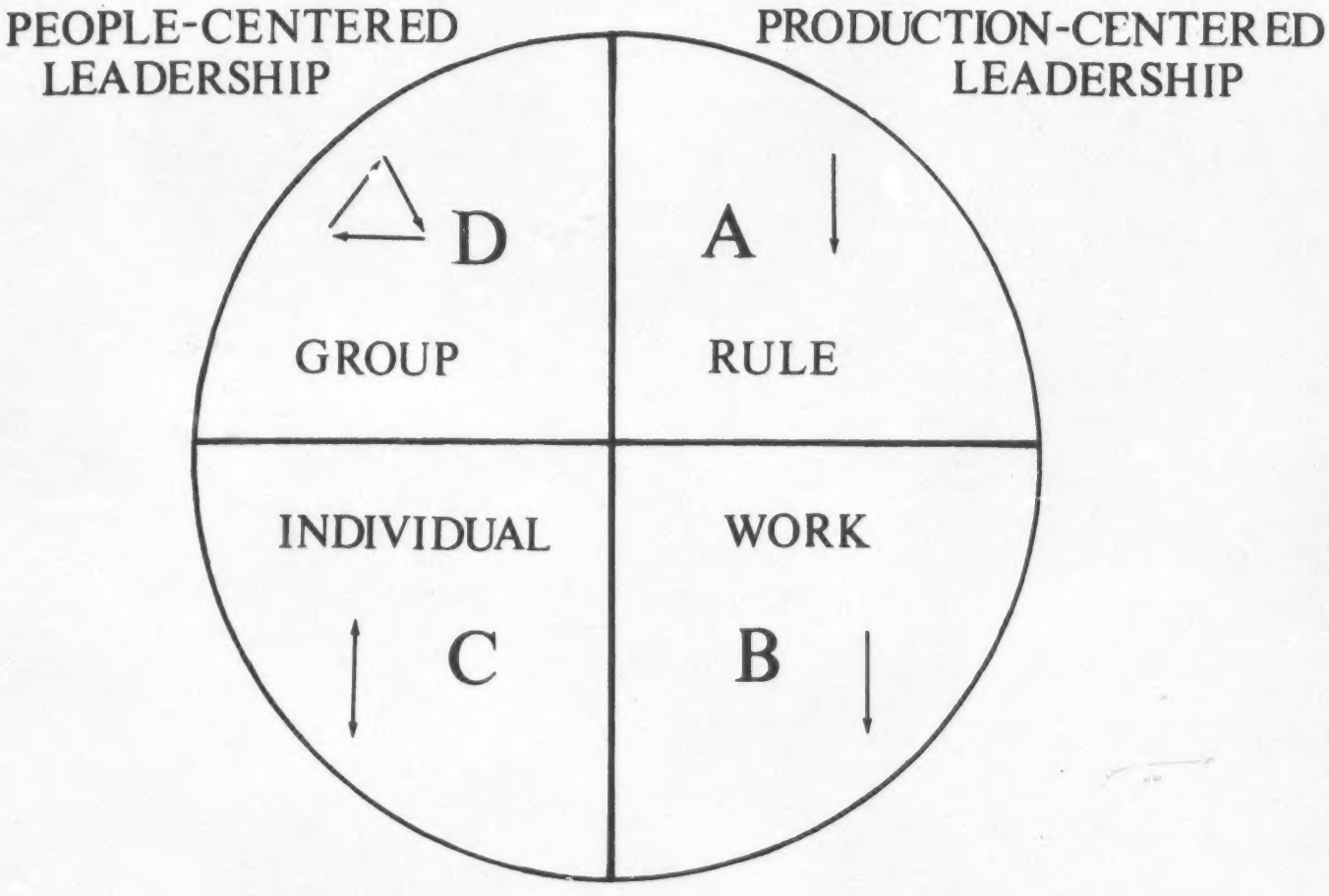
Most of us have a leadership style which we use habitually. On the opposite page is a diagram showing leadership styles. Some people use only one style for every situation. A supervisor who has developed a repertoire of styles can choose and use the most appropriate one for the situation.

On the following page are listed the characteristics of four styles of leadership. Using the space given below, list some situations or circumstances in which each style might be appropriate.

1. *Rule-Centered* – Someone else's rule.

[1]Chapman, E. M. *Supervisor's Survival Kit: A Mid-Management Primer* 2nd ed. Chicago: Science Research Associates, 1975.

# STYLES OF LEADERSHIP



## CHARACTERISTICS OF THE FOUR PATTERNS OF LEADERSHIP

| | A<br>Rule-Centered<br>Supervisor | B<br>Work-Centered<br>Supervisor | C<br>Individual-Centered<br>Supervisor | D<br>Group-Centered<br>Supervisor |
|---|---|---|---|---|
| **Orientation** | "They." Does things and expects group to do them a certain way, because "they" (management) want it. Fails to use initiative judgement. | "I." (himself). Thinks in terms of what "I" have done or what "I" will do, rather than in terms of the group. | "You." Works with employees as individuals only never as members of a work team or work group. | "We." Thinks in terms of what "we" (she/he and his work group) can do. "We" not "I" get credit for good work. |
| **Controls Used** | Formal rules, regulations, policies, and procedures of the Company. | Personal power. Uses his or her own authority and drive to get the group to do what she/he wants. | Psychological controls. By manipulating each employee, she/he is able to get them to do what she/he wants. | Social controls. By working closely with the group she/he gets them to control and direct themselves. |
| **Communication** | Infrequent. She/he expects the rules to cover everything. But she/he does communicate new procedures and rules or changes in old ones. | Frequent, but one way. She/he gives orders but seldom listens to complaints or suggestions. Does not communicate reasons. | Frequent, but always with individuals. She/he encourages them to communicate their problems so she/he can deal with them better. | Frequent, and two way. She/he communicates often with the group as a whole, explains work problems, and listens for suggestions. |
| **Employee Attitude (Toward Him or Her)** | Indifference to the employee as a person since he/she is interested only in the system. Frustration if they wish to use initiative. | Fear, if they doubt their own abilities. Resentment if they want personal recognition. | Friendly because of his or her strong personal interest in them. Indifferent or insecure if they cannot win his or her approval. | Friendly and admiring toward him or her. The feeling toward him or her tends to flow over onto the Company as a whole. |
| **Employee Attitude (Toward Each Other)** | Indifferent, since there is little need to compete or to cooperate. | Tense and often unfriendly toward him/her and each other. Tendency to accident proneness. | Often suspicious and competitive, since their security and recognition depend on. | Friendly and cooperative, since she/he gets them to work together as a group. |
| **Productivity** | Usually no higher than necessary to meet set demands, since the group has little sense of motivation and teamwork. | High when she/he is present. Falls off is she/he is absent or busy elsewhere. Quality may be low. | Fairly high on an individual level. But lack of teamwork lowers the group level. | High at an individual and a group level. Quality also tends to be consistently high, because of group interest in the job. |

2. *Work-Centered* – Task-oriented.

3. *Individual-Centered* – Relationship-oriented.

4. *Group-centered* – Team builder.

Supervisors need to be aware of the type of leadership style they use most often. For this purpose, it is useful to look at Eric Berne's model of ego states.[2] An ego state is a consistent pattern of experiences and feelings which make up a behavior pattern. Berne observed that people have three sets of behavior patterns, which he called the ego states: *Parent*, *Adult* and *Child*. These terms, do not, of course, refer to the age of a person.

– Rules, "Shoulds"

– Computes, Decides

– Feels, Creates

[2]Eric Berne developed Transactional Analysis (TA) as a way of expressing psychological concepts. The description of ego states is taken from his writing. Berne. Eric. *Transactional Analysis in Psychotherapy*. New York: Grove, 1961.

The "shoulds" and rules of life and work reside in the *Parent* ego state. When a supervisor operates in this ego state he or she will use authority and rules and the management style will be *rule-centered* or *work-centered.* Think about your own management style. Do you tend to have lots of rules, policies, written memos and to give your employees advice often about how to do their jobs? If so, it is likely that your predominate leadership style is rule-centered.

Do you like to work long hours and often wonder why your other employees aren't working late like you? If so, you are probably work-centered in your leadership style.

The *Child* ego state is where feelings, wants, and creative behavior originate. A supervisor who operates out of his/her child ego state will be likely to use a democratic or permissive style or leadership and will be *individual-centered.* Do you tend to leave people to do their jobs without interferring? Do you like to work on your own on a challenging job? If so, it is likely that your predominate leadership style is *individual-centered.*

The *Adult* ego state is the part of the personality that gathers and analyzes information with which to make rational decisions to achieve what's best for the person or group. The person operating in the adult ego state is likely to use the *group-centered* style of leadership. Do you tend to use a management by objectives (MBO) approach in which you and the employee set goals and in which the employees help make decisions? If so, it is likely that a group-centered style is your predominate leadership style.

Just as a person must have all three ego states developed and available so that he or she can use them when appropriate, it is important that supervisors have available a variety of leadership behaviors and use them whenever appropriate. The art of management is knowing when to use which style. The supervisor who has developed a good Adult ego state will be able to make timely decisions about what style to use in which situations. A supervisor who wants to develop a good Adult ego state can make a decision to do so and then practice such Adult activities as probing for facts by asking questions, weighing information given without making hasty decisions and listening to new ideas and testing them against reality. It is the Adult that searches for options or alternative courses of action. The Adult says "I am responsible" and takes charge of his or her own life and actions. The Adult recognizes that a mistake has been made and takes steps to correct it. The Adult is the problem-solver.

In the next pages, we will look at some specific skills that supervisors can develop in order to become effective problem-solvers.

## LEADERSHIP – PROBLEM STUDY

Mary O'Hennessy has been hired as the Chief Librarian at the Warm Springs Toxicological Laboratory. Mrs. O'Hennessy has been told that the Library will be working full time on a special project for the Laboratory for the next three months and that all other work will have to be dropped. She has had a staff meeting at which she told the eight library staff members about the work that will have to be done quickly and on overtime. The staff reacted very coldly to her plans for the new project.

She is now back in her office wondering what she can do to get the library staff more enthusiastically involved in this project. The Head of Collection Organization and the Reference Librarian have asked to see Mrs. O'Hennessy about the project.

## COMMUNICATION SKILLS

In order to work with people, a supervisor needs to know how to talk effectively and how to listen well. Contrary to popular beliefs, these are skills which can be learned with practice.

In any work place, there will be two kinds of people problems. One kind will be the employee's problems of getting his or her own needs met. In this situation, a supervisor will use skills of active listening to foster problem-solving. The other kind will be the supervisor's problems when his or her employees are not attaining the goals of the organization. The supervisor will use his or her assertive talking skills in solving this kind of problem.

### Assertive Talking Skills

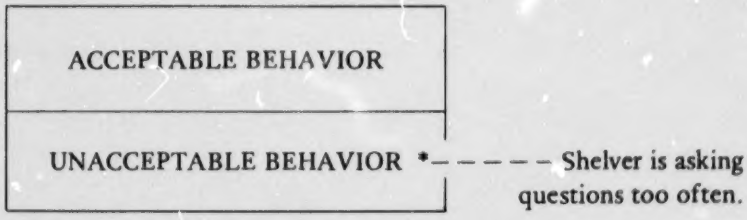
The title of a recently published book, *What You Say Is What You Get,* points out the attention that is now being paid to a relatively new topic in human relations – that of learning how to talk with people so that they will not only listen, but also hear and become motivated to make changes that are suggested or requested. People are, of course, only self-motivated and no one else can do this for them. However, a supervisor skilled in talking well to his or her employees can create a climate in which employees will be encouraged to motivate themselves.

A valuable tool in learning to talk effectively is to use what Dr. Thomas Gordon of Effectiveness Training, Inc., calls "I-messages."[3] I-messages are used when a supervisor acknowledges that an employee's behavior is causing the supervisor a problem. A model for looking at these kinds of problems is the window with two panes, shown below. The upper pane shows the acceptable behavior of employees that is not a concern to the supervisor.

| ACCEPTABLE BEHAVIOR<br><br>Shelver is shelving materials. |
|---|
| UNACCEPTABLE BEHAVIOR |

[3]Gordon, Thomas. *L.E.T.: Leader Effectiveness Training.* New York: Wyden, 1977.

For example, in a Library's Circulation Division, a shelver who is sorting and reshelving books correctly is using behavior that is acceptable to the employer. The lower pane shows the area of unacceptable behavior. In the same Circulation Division, a second stack assistant may be sorting and shelving but is asking the supervisor frequently to explain where the items should be shelved. This behavior fits into the lower pane of unacceptable behavior.




The unacceptable behavior can be termed a 'problem' to the supervisor using the Kepner-Tregoe definition that a problem is any deviation from the normal standard. If the supervisor decides, in the case of the second stack assistant, that the frequent questions are a deviation from normal, and that this deviation is unacceptable, the supervisor will aknowledge there is a problem. When this happens, the supervisor will *own* the problem – the supervisor is the one who is concerned, angry, disappointed or whatever, so it is the supervisor who *has* the problem. Obviously the employee doesn't see or acknowledge that there is a problem. When the supervisor owns the problem, I-messages are effective in getting into problem-solving with the employee.

In the case of the second stack assistant, the supervisor's I-message might be the following:

> *"When I get interrupted so often in my work I get annoyed because I can't get my work finished."*

Most supervisors would, in this case, have been tempted to use "You-messages such as:

> *"You are asking me too many questions and you are wasting my time. You should know how to do this job."*

While the you-statement may be true, this blaming approach will most likely hook resistance on the part of the stack assistant and is unlikely to influence the shelver to change. A message that carries blame with it is a barrier to communication. Experienced leaders have found that I-messages give people a chance to initiate the needed changes themselves. It is far more likely that an I-message will influence a change in behavior than a 'you-message'.

The use of I-messages accomplishes several things. First, it requires that people be responsible for their actions and that they *own* their feelings. Second, it defines thinking and feeling in an assertive rather than a passive or aggressive way. It is useful to look at a situation which illustrates how a problem would be handled in each of the three styles of behavior: passive, aggressive and assertive.

**Passive Behavior**

| | |
|---|---|
| Reference Assistant: | *Do you think you could take some time to show me how to type these reference slips?* |
| Reference Librarian: | *(Reading a paper) Not now, I'm busy.* |
| Reference Assistant: | *Oh, Okay.* |

**Aggressive Behvaior**

| | |
|---|---|
| Reference Assistant: | *I'm sick and tired of your not having time to show me how to use these reference books. You'd better get started on this right now!* |
| Reference Librarian: | *(Reading a paper) I'm busy right now.* |
| Reference Assistant: | *You're not even looking at me! You don't care if I know how to do this job or not!* |
| Reference Librarian: | *I told you I'd help. If you'd stop bugging me, I'd feel more like doing it!* |
| Reference Assistant: | *Well, you haven't done it yet. You never give me any time or attention!* |
| Reference Librarian: | *If you don't stop fussing at me, I'm not going to show you how to use those books!* |

**Assertive Behavior**

| | |
|---|---|
| Reference Assistant: | *I've finished studying the first batch of reference books and I'm ready to start on a new set.* |
| Reference Librarian: | *(Reading a paper) I'm busy right now.* |
| Reference Assistant: | *I'd like to set a time when we could work on these new books together. When would be convenient for you?* |
| Reference Librarian: | *Well, I'll be finished with this work by this afternoon at 2:00. I could do it then.* |
| Reference Assistant: | *Good! That time is fine for me also. See you at 2:00!* |

The above examples illustrate how either passive or aggressive behaviors become barriers to communication and are not problem-solvers. Notice that the assertive behavior contains several I-messages.

Effective and complete I-messages have three parts to them:

1. A description of the behavior that is unacceptable.
2. Honest feelings.
3. The concrete, tangible effect of the behavior.

BEHAVIOR + FEELINGS + EFFECT is an easy way to remember these.

Recently, at the State University Health Sciences Library, Jean Gentry, the Acquisitions Librarian, has noticed that Vern Smith, the Acquisitions Assistant, has been leaving work 15 minutes early, despite the discussion that she had with Vern earlier in the month about his working hours. Jean discusses this with Vern today:

Jean: *"I have noticed that you have not been at your desk after 4:15 any day this week. I am upset about this since 4:30 is the time that we agreed earlier would be your quitting time. I am held responsible to my boss, Chief of Technical Services, to see that you are here during your scheduled working hours."*

Vern: *"I work real fast to finish all the work you give me in the afternoon so I can leave early enough to catch the first bus home."*

Jean: *"I hear that you are really anxious to catch that bus home."*

Vern: *"Yes, I am. If I miss it, I sometimes have to wait fifteen more minutes to catch the 4:45 bus."*

Jean: *"When we discussed this situation earlier, our agreement was that you would stay until 4:30 and catch the 4:45 bus. I am disappointed to find you gone at 4:15. I thought we had a firm agreement."*

Vern: *"Well, yes, we did, but it has been such bad weather lately that I have been leaving earlier than I said."*

Jean: *"You are saying that you really don't like waiting for the bus outside in the bad weather?"*

Vern: *"Yeah, but I guess I could wait inside the front door for the later bus. That way I could stay until 4:30 and clear up my desk real well before the next day."*

Jean: *"So we are agreed, then, that you will stay till 4:30?"*

Vern: *"Yeah, I can do that."*

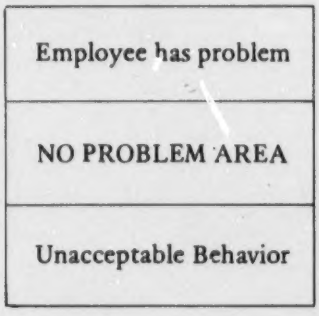
Jean: *"Thanks for talking to me. I'm glad this worked out."*

Vern: *"Yeah, me too."*

In part of the dialogue between Jean and Vern, Jean used a technique called "active listening." Active listening is the skill that supervisors use to facilitate problem-solving when the employee owns the problem. In the example, Vern first stated that he needed to catch the early bus because he didn't like waiting around for the later bus. In this case, Vern has *owned* the problem (it's his problem and not Jean's) so she uses active listening techniques

or paraphrasing. She again uses it when Vern admits that he doesn't like waiting in bad weather for the bus.

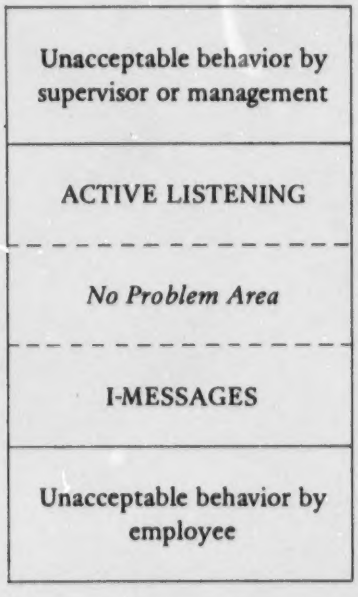
The window pane model shown earlier can be expanded to show behavior that indicates that an employee has a problem.




Employee *owns* the problem.
Employee's needs are not met.

Supervisor *owns* the problem.
Supervisor's needs are not met.

When the employee owns the problem, the supervisor will use the technique of active listening. Thus, there are two very different kinds of skills a supervisor needs in order to solve problems, *assertive talking* and *active listening*.




Employee *owns* the problem.

Supervisor *owns* problem.

The no problem area in the middle indicates that most of the time, employees and supervisors are working productively with the needs of both the employee and the supervisor being met.

## KINDS OF STATEMENTS USED IN ACTIVE LISTENING

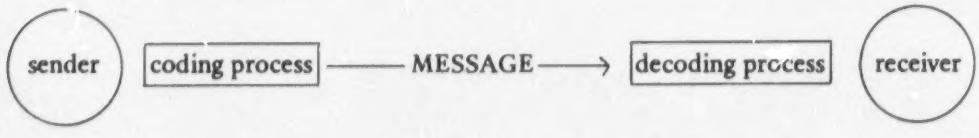
| Kind of Statement | Used to. . . | Underlying Principle | Examples |
|---|---|---|---|
| **Door Openers** | 1. Begin the discussion of a problem | To encourage discussion | 1. "Tell me about what happened."<br>2. "Do you want to talk about it?" |
| **Acknowledgement** | 1. Indicate interest | To indicate that you are listening and are interested | 1. "Un-huh. . ."<br>2. "I see. . ."<br>3. "That's interesting." |
| **Restating or Reflecting (Paraphrasing)** | 1. Show that you are listening and understanding<br>2. Indicate the facts the person presented<br>3. Indicate you understand how the person feels | Restate the ideas emphasizing the facts; and to reflect a person's feelings | 1. "Then, as I understand it, you. . ."<br>2. "In other words, you. . ."<br>3. "You feel that. . ."<br>4. "You became angry when. . ." |
| **Summarizing** | 1. Bring important ideas together<br>2. Establish basis for further discussion<br>3. Review | Restate, reflect and summarize major ideas and feelings | 1. "These seem to be the key ideas expressed. . ." |

**What is Active Listening?**

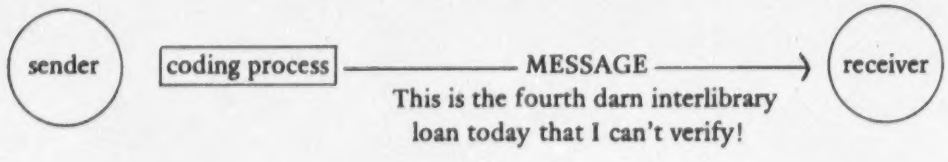
In order to understand the skill of listening it is useful to look at the nature of the communication process. There are four elements basic to communication:

1. A person (a sender) to originate a thought or idea.
2. The idea itself, as it is expressed.
3. A medium or a channel for expressing the idea. (Talking and listening in this case.)
4. Someone to receive and interpret the idea. (A receiver.)

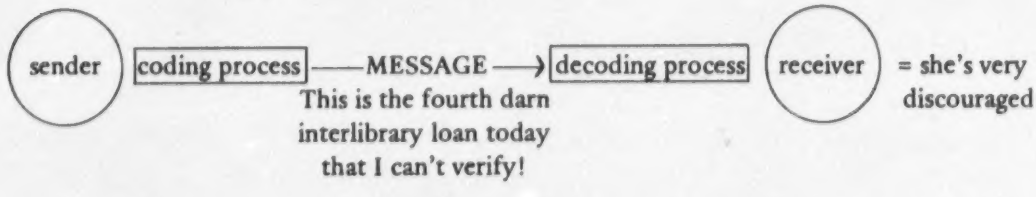
Words have meanings which are interpreted by people, thus both the sender and the receiver go through a coding process when a message is sent and received.



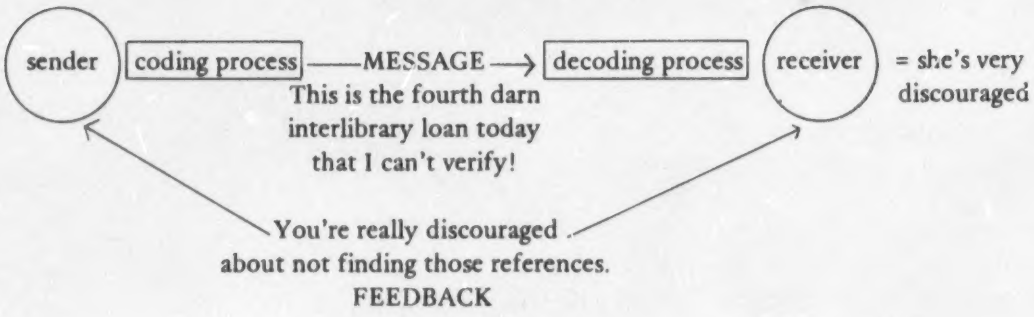

People put their real messages in codes for a number of reasons. Sometimes people are not consciously aware of their needs and feelings; or if they are aware of them, they are unsure how others will perceive them; or they want to tell the other person what the other person wants to hear; or the words don't mean the same to the sender or receiver. In a library, a sender may choose to send the following message:




The receiver will then start a decoding process:




Using active listening, the receiver will give the sender feedback to find out if he or she heard accurately.




The sender can then agree or not agree and can send another message to the receiver. The process is repeated until the sender and receiver reach agreement.

Sender: *This is the fourth darn interlibrary loan today that I can't verify!*
Receiver: *You're really discouraged about not finding those references.*
Sender: *I'm more angry than discouraged. I know I could find these references if this Library just had the reference tools I need.*
Receiver: *You get angry when you think the Library doesn't have the reference books it needs?*
Sender: *I sure do! It takes a lot of extra time to use these monthly indexes. I wish the administration would fork over a few more dollars and buy the annual cumulation.*
Receiver: *You think that you could save a lot of time verifying interlibrary loans if you had the indexes you need?*
Sender: *Yeah, I think I could save about an hour every day if we had those cumulations. I think I'll start keeping a record of how long it takes me to do these darn verifications.*
Receiver: *I hear that you are going to make a concentrated effort to prove to the administration that they could save your time and some money if they got the indexes you want.*
Sender: *You bet I am! I might even talk them into getting me a new typewriter.*
Receiver: *Sounds like you've found a way to solve your problem.*
Sender: *Hey, that's right. Thanks for listening and helping me.*

A supervisor who uses the tool of active listening has made a decision to honestly find out what his or her employees are thinking and feeling.

The decoding process of active listening takes a lot of skill and knowledge on the part of the listener. He or she will need to know how to listen to hear concepts and feelings and what various non-verbal clues are likely to mean.

Three kinds of raw material which the listener will receive are: (1) straight exposition (facts), (2) emotional content, and (3) illustrative material.

In the decoding process, the listener will ask the following questions:

**Straight Exposition**

What does he or she mean?
How does he or she know? (what is the evidence?)
Is the explanation clear?
What is he or she leaving out?

**Emotional Content**

What emotion is the listener feeling/expressing?
Is the body language congruent with the verbally expressed emotion?
What is the source of the speaker's feelings?

**Illustrative Material**

Is the illustrative material specific and valid?
Does it fit the information given?

Although the listener uses his or her critical listening facilities, the purpose of active listening at this point is to be able to accurately reflect back to the speaker his or her thoughts and feelings.

Any message which the listener gives back to the sender which attempts to change him or her is called a 'Roadblock'. Roadblocks are usually statements that begin with the phrase 'You' and are called 'you-messages.'

Look at the examples below. How would you label each of the receiver's you-messages?

**Sender's Message**

*"This is the fourth darn interlibrary loan today that I can't verify!"*

**Receiver's Response**

1. *"Well, you know this is part of your work and I expect you to do these."*
2. *"If you don't do them you might really lose your job."*
3. *"You should work harder to get them verified."*
4. *"Why don't you put them aside for a while and go have a cup of coffee?"*
5. *"Do you realize that you have been going about this all wrong?"*
6. *"You're always saying that."*
7. *"I don't understand. You did so well yestercay with the ones I gave you."*
8. *"You have sloppy work habits."*
9. *"What you really need is a vacation."*
10. *"You'll feel better after a good night's rest."*

11. *"Have you asked anyone to help you?"*
12. *"Let me tell you what happened to me today!"*

None of these messages are inherently right or wrong, and some of them may even be true. The point is that these kinds of you-messages do not get the sender to solve his or her own problem and they do not prove to the sender that the receiver has both heard and understood the sender's message. They are all attempts to control the sender's behavior and as such, are barriers to communication.

## ACTIVE LISTENING – PROBLEM STUDY

Ms. Waters, Head of Jefferson University Health Science Library, arrived in the Library about 8:30 a.m. one Monday morning. The Audiovisual Librarian, Marty Martin, was waiting in her office when she arrived. Marty told Ms. Waters that over the weekend the sophomore medical students had somehow gotten into the Library and had taken a slide projector to use in another building, and had returned a broken projector this morning. Ms. Waters called the Security office of the University and discovered that Janet Pride, one of the Reference Staff, had been let into the Library during the time it was closed over the weekend, and that a medical student, who is a friend of Janet's, was also let into the library. Security's time slips showed that these entrances into the Library occured on the same day but at different times of the day.

Ms. Waters immediately went to Janet's office and asked Janet why she allowed her friend to use the projector. Janet, an excellent reference librarian, is so upset after this incident that she has just told her boss, Mr. Adams, Head of Reference, that she is planning to resign. She is in Mr. Adams office right now.

## CONFLICT

It has been said that managers spend an estimated twenty-five percent of their time dealing with conflict.[4] Conflict at work is inevitable, given that people are human and therefore not perfect, and that they come to the work place with a diversity of values, beliefs, needs and problems.

The presence or absence of conflict does not indicate that someone is a good or bad supervisor. Conflict itself is neither negative or positive, it just is. What is important is whether or not conflicts get resolved in an effective manner. The aim of a good supervisor is to develop skills to minimize destructive conflict, to bring out constructive conflict and to use these skills to resolve conflicts.

Conflicts at work may be of several types. One is interpersonal conflict, sometimes called the "personality clash." This kind of interpersonal conflict can develop at any level in the organization, whether it be between employee and boss, or boss and employee or employee and employee. Interpersonal conflict may have many causes.

Intergroup conflict can develop between two or more groups within an organization. This kind of conflict often develops in a highly competitive atmosphere or when resources or recognition are either scarce or believed to be scarce and groups must fight to get their fair share.

A third type of conflict, that between the individual and the organization, was first described in 1956 by William H. Whyte, Jr., in *The Organization Man* and in 1957 by Chris Argyris in *Personality and Organization.* In this type of conflict, the needs of the individual and the goals of the organization are highly incongruent, and the result is alienation, frustration and suppression of autonomous action by the individual.

### Developing Winning Situations at Work

#### The Supervisor's Role in Conflict

Frederick Fiedler has proposed a contingency model of leadership[5] in which certain work situations have greater potential for stimulating conflict than others. He has isolated these three situations as the following:

[4]Thomas, K. W. and Schmidt, Warren H. Survey of managerial interests with respect to conflict, *Academy of Management Journal* 19:315-318, Jun., 1976.

[5]Fiedler, F. E. *A Theory of Leadership Effectiveness.* New York: McGraw Hill, 1967.

1. Distant interpersonal relationship
2. Unstructured tasks to be performed
3. Weak position power

The most powerful of these three is the distant interpersonal relationship. One of the first goals of a new supervisor will be to start building a strong relationship with each employee who reports directly to him or her. This concept has already been discussed in the section on leadership.

A second source of conflict is from employees who have unstructured tasks to be done. To prevent conflict, the supervisor will give each employee thorough training in his or her job and will be clear with employees about what is expected of them in their job. The supervisor will make it known that he or she expects the employee to speak up when there are problems or misunderstandings about the job at hand.

Each supervisor will establish with his or her boss what the limits of the supervisor's authority are. The supervisor will know whether he or she has the authority to make changes in scheduling or assignments and to hire, fire or transfer employees. If there is no clearly defined organizational structure or organizational chart, the supervisor should ask the administration to establish this structure so that everyone in the organization knows who reports to whom and what his or her responsibilities are.

Other causes of conflict within the organization which the effective supervisor will be aware of are:

1. The use of power (by the supervisor or the organization) to reward or punish employees; playing favorites or finding scapegoats.
2. Change, especially that which is imposed from outside; employees have little or no say in decisions that affect their jobs.
3. Poor communication; lack of communication; rigid communication; resulting in misunderstanding.
4. Excessive or poorly administered policies.

Some causes of conflict that arise from the people at work are:

1. Differences in values, beliefs and perceptions about work and the working situation.
2. Substandard performance.
3. Non-compliance with rules or policies.
4. Differences over methods of doing the work.

**Employee's Role in Conflict**

Each employee has a responsibility to speak out when his or her needs are not being met and to ask for the things that he or she needs. Too often, employees spend ineffective hours in gripe sessions with their peers. In many cases, the employee's supervisor is unaware that there is a problem or conflict. The employee has available the techniques of I-messages and active listening, which are discussed in the section on communication, and is expected to use these with his or her supervisor.

It is also the employee's responsibility to find out what is expected of him or her on the job – what are the work standards, the rules and the policies that apply to his or her job? If the supervisor has not made these clear, the employee must take the responsibility of asking for them.

**The Organization's Role in Conflict**

Some libraries have developed management by objectives (MBO) systems through which employees participate in setting goals and objectives for their work as well as organizational goals. Since one potential area of conflict for employees is between the needs of the individual and the goals of the organization, this system is extremely valuable not only in preventing conflict but also in developing self-actualized workers.

Other libraries have developed, either in conjunction with MBO systems, or otherwise, a system of participative management. Such a system usually gives employees the right to participate in making decisions that affect their work, and thus eliminates the possibility of change being imposed from above. As a general principle, decisions which affect an employee's work should include that employee in the decision-making process.

Sometimes excessive rules or poorly administered policies cause conflict. The following guidelines will help organizations develop rules and policies.

1. Rules and policies should be stated positively.
2. Rules and policies should be kept to a minimum.
3. It is poor management to develop a rule to correct one specific situation only.
4. There should be a good reason for each rule.
5. Rules should be applied as fairly as possible, keeping in mind the context of the situation and the person involved.
6. A rule that is seldom applied should be dropped.

## Recognizing the Disguises of Conflict

It is important to be aware of the clues that conflict is developing. Some of these clues are the following:

1. Changes in personal behavior patterns such as nervousness, irritability, depression, and sulking.
2. Changes in communication patterns. When tension and conflict arise, informal communication decreases and formal communications (written memos, etc.) increases. Social communications become excessively polite. Employees tend to avoid persons with whom they are in conflict.
3. Absenteeism or slowing down on the job for no apparent reason.

What are others?

## Resolving Conflict

Action strategies which managers use in dealing in conflict are:

1. Dominance: One person or group asserts his or her position over others. This is the case in any majority-rule decision.

2. Adaption: One person complies and meets another person's or group's needs while leaving his or her own needs unmet.

3. Compromise: Each person gets some of his or her needs met.

4. Avoidance: The problem is postponed or ignored.

5. Problem-solving: Each person negotiates and agrees to a solution and gets his or her needs met.

Use the space given above to list the advantages or disadvantages of each strategy.

Just as a supervisor needs a variety of leadership styles, he or she also needs to have available each of these styles of conflict management. In the long run, the problem-solving style will be the most useful because it is the style that will create a *win-win* situation.

Problem-solving is another way of saying that conflict will be confronted and discussed openly. An effective supervisor will develop a program in which problems/conflict are most likely to be brought out into the open. This program will include: (1) scheduling some time each week in which the supervisor meets informally and privately with each employee who reports directly to him or her, and (2) scheduling a series of weekly problem-solving meetings with a group of key employees. Dr. Gordon's book *L.E.T.: Leader Effectiveness Training* has some excellent suggestions on holding problem-solving meetings.

Finally, it is important that supervisors take care that their own needs are being met. If you work in a high tension or high conflict situation, arrange some away-from-the job successes for yourself. This could be anything from simply getting together with friends you enjoy for a good yak session, to learning a skill like tennis or painting which you do well and get strokes[6] for. It is also important to look for relationships with people outside the job that are productive and nurturing.

[6]A 'stroke' is a unit of recognition, and can be positive or negative, conditional or unconditional. The concept was developed by Eric Berne.

## CONFLICT – PROBLEM STUDY

At Gardner Hospital Library, there are three staff members:

Nick Wells, Chief Librarian
Ann Johnson, Assistant
Jimmy Nelson, photocopies, typist, shelver

There are three or four volunteers that help do some of the routine work in the Library.

Each year in November, the hospital administration requires each department, including the Library, to do an annual budget review and report. This is always an extremely busy time for the Library, because it is also one of the heaviest use months of the year.

This year Jimmy Nelson has asked for three days of vacation the last week in November to go deer hunting. Nick Wells told Jimmy that he needed Jimmy to work those three days since the annual review was due the last week of November.

Jimmy also had a record of arriving late two or three times a week. On the first day of the days he had asked to be off, he arrived at work thirty minutes late.

Mr. Wells has asked Jimmy to come into his office. He is on his way now.

## MASLOW'S THEORY OF MOTIVATION AND HUMAN NEEDS

**Levels of Needs**

5. Self-Actualization (Fulfillment or Realization)

   To realize one's full potential

4. Self-Esteem (Ego-Acceptance-Respect)

   To feel important

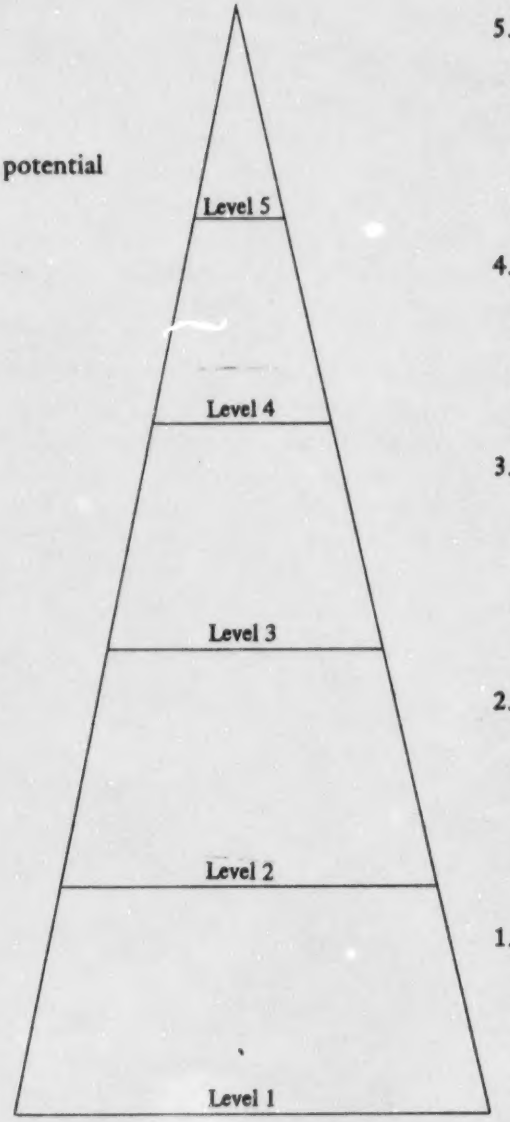
3. Social (Communication-Response)

2. Security (Safety)

   To feel safe in the present and future

1. Physiological (Physical-Body)

   To stay alive




**Behavior**

5. Be a self-starter. Have enthusiasm, be creative, be dedicated, enjoy challenges, love to work and accomplish results.

4. Display one's talents and skills. Have self-confidence. Appreciate attention and recognition from others.

3. Join and be active in clubs and groups. Be able to talk to others. Contribute to society. Marry and have a family.

2. Work, save for future, improve skills and talents, be conservative. Want an organized world so one can predict future.

1. Eat, sleep, and take care of body needs. Provide for clothing, shelter, comfort. Be free from pain.

## MOTIVATION

What motivates people? Psychologists and management theorists have learned that people are motivated to get their needs met. So the next question is – what are people's needs? Abraham Maslow was one of the first to write about the theory of human needs. In his book *Motivation and Personality,* he defined a hierarchy of needs which is shown in the pyramid on the opposite page. The pyramid has five levels of needs. Each level is built on the level below.

The first level is *physiological* – bodily needs such as food, drink, sex, sleep.
The second level is *safety* – the need for security, to have stability, protection, to be free from fear, to have structure and order.
The third level is *social* – the need for acceptance, to belong and to have friends and family to love and be loved by.
The fourth level is *esteem* – both esteem from others and self-esteem, to use and be praised for one's skills and talents, to be useful and important.
The fifth level is *self-actualization* – to become what one is capable of being, to gain autonomy and to be in charge of one's life.

Maslow says that people strive to meet a new level of needs only after the level below has been predominately satisfied, and that a satisfied need is no longer a motivator.

A brief story from Thomas Gordon's *L.E.T.: Leader Effectiveness Training* illustrates Maslow's concept very graphically:

> *A primitive man who is hungry will be highly motivated to stalk a wild animal to obtain food, even risking his like (ignoring safety and security needs). After killing the animal and eating what he needs, he is now motivated to satisfy his security needs, so he will cure the remaining meat and store it for future consumption (safety and security needs). When plenty of meat is stored away, he then might think of asking friends to come over and share his food (needs for acceptance and social interaction). When those needs are met, he may decide to experiment with a new and more flavorful way of preparing his food (needs for achievement, self-esteem). Finally, if those needs are reasonably satisfied he might decide to paint pictures of the animals he has killed on the walls of his cave (need for self-actualization).*[7]

Maslow did not mean that this is a rigid scheme. Human needs are complex and people are sometimes operating from more than one level of need at the same time. The needs that

[7]Gordon, Thomas. *L.E.T.: Leader Effectiveness Training.* New York: Wuden, 1977, p. 22-23.

an employee is working to satisfy today may be quite different from the ones that motivate him or her next week. Changes in situations or in other people mean that corresponding needs will change as people move to either a higher or lower level in the hierarchy of needs. A supervisor who wants to become an effective leader will take the time to find out what his or her employee's needs are. Employees will be more likely to follow the person who sees to it that their needs are met.

In the mid-fifties, Frederick Herzberg added his research and resulting theory to the growing literature on motivation. He proposed that the factors that lead to job satisfaction are not at all related to the factors that lead to job dissatisfaction. He called this the hygiene-motivation (h-m) theory. The factors that lead to job dissatisfaction are:

1. Poor company policy and administration
2. Bad supervision
3. Tense interpersonal relations
4. Bad working conditions
5. Low salary

Notice that these factors have to do with the working climate and working conditions. The improvement of these factors is good "hygiene" thus the term 'hygiene factors.'

The factors that produce job satisfaction are:

1. Achievement
2. Recognition
3. The work itself is interesting and challenging
4. Responsibility
5. Advancement

These are called 'motivators' and they have to do with the job and the work that is done.

In his studies, Herzberg found that when employees are happy with their jobs, they most frequently described factors related to their tasks, to events that indicated to them that they were successful in the performance of their work, and to the possibility of professional growth. Conversely, when feelings of unhappiness were reported, they were not associated with the job itself but with the conditions that surround *the doing of the job.* Factors involved in these situations are called factors of hygiene. Hygiene removes health hazards from the environment. It is a preventive. When hygiene factors deteriorate to a level below that which the employee considers acceptable, job dissatisfaction begins. However, the reverse does not hold true. When the job climate is optimal, we will not get dissatisfaction, but neither will we get much in the way of positive attitudes or motivated employees. The

factors that lead to positive job attitudes do so because they satisfy the individual's need for self-actualization in his work.

In 1960, another important theory was published by Douglas McGregor in *The Human Side of Enterprise*. His 'Theory X' and 'Theory Y' became familiar bywords in management literature. In his approach to human relations, McGregor describes the traditional management view of the worker which he labels 'Theory X.'

Theory X managers make certain assumptions regarding human nature, some of which most sensitive managers will acknowledge they have believed at some stage in their personal development.

a. The average employee is by nature indolent and lazy.
b. He is seen as having scant ambition, little need for responsibility, and basically required to be led.
c. He is presumed to be innately self-centered, and somewhat unconcerned about the needs of the organization.
d. He is fundamentally resistant to change.

Inherent in Theory X is the belief that people are passive, even resistant, to the needs of the firm unless they are persuaded, punished, or controlled. Managers who hold Theory X beliefs will thereby only be able to satisfy the employee's physiological and safety needs but not his or her self-esteem and self-actualization needs.

According to McGregor, Theory X managers have two alternatives: they can take either a hard line or a soft line; be the hawks or the doves of organizational life. The hard approach, which requires devising tight controls, has one unfortunate disadvantage in that it breeds counterforce, restrictive practices, and antagonism. The soft approach is also unsatisfactory. There are organizations where relationships are excellent, morale high, and tensions low, yet nothing much in a productive way seems to be happening.

Theory Y sees people as working to achieve something that is valuable to them – that is, they can partially fulfill the needs that Maslow outlined *through their jobs*. McGregor's idea is that if managers will act on the assumption of Theory Y, employees will recognize that they can achieve personal rewards through the fulfillment of the objectives of the organization.

McGregor is not saying that people are 'Theory X' or 'Theory Y'; he is saying that these are the beliefs that supervisors and managers have about people. Most people, including supervisors and managers, have some beliefs about other people that are 'Theory X' and some that are 'Theory Y.'

The McClelland/Atkinson theory, developed recently, is useful and is based somewhat on Maslow's theory of human needs. This theory concentrates on three basic needs as motivators – the need for achievement, the need for affiliation, and the need for power. Since most of us in the United States and Canada have our level 1-physiological and level 2-safety needs met, these three needs are most likely to be our own primary motivators as well as that of our employees.

### The Need for Achievement

This is the need to excel or to achieve something in comparison with a set of standards. The person whose primary motivation is achievement prefers to work on problems for which he or she has most of the responsibility. This person likes to get positive feedback on his or her performance.

### The Need for Affiliation

The need to have contact and personal, friendly relations on the job is the primary motivation for a person with a need for affiliation. This person will work well in a team task and is usually adept at working with other people.

### The Need for Power

The need is to influence or coerce other people to behave in a way they would not otherwise behave. In non-leadership jobs, people often show this need by making sure that no one encroaches on their area of work or by applying stringent rules in an unthinking manner.

Many library directors appear to have the need for power as their primary motivator.

### Creating a Climate for Motivation

First, it is important to find out and eliminate any obstacles that would prevent the employee from doing the job. According to the social learning theory of Julian Rotter of the University of Connecticut, there are three factors in motivating a person to do a task:[8]

1. The value to the person of the work to be done or the goal to be achieved.
2. The probability that he or she will be successful in doing it.
3. The situation in which it is to be done or the circumstances surrounding the doing.

[8]Rotter, J. B. *Applications of a Social Learning Theory of Personality.* New York: Holt, Rinehart and Winston, 1972.

Ask these questions when assigning tasks to be done by employees:

1. Is this the kind of work the person would like to do? If the person is achievement oriented and is assigned to work on a committee task assignment that will take a long time to be accomplished, it is not likely that he or she will be motivated to do the job well.
2. Are there obstacles – if only in the person's mind – to doing the assignment well? A person who is given an assignment for which he or she thinks he or she has no skill or competence will likely not get started on the task. Training and assistance may be necessary to help the employee get the job done.
3. Would a change in the situation surrounding the work help? A person who is promoted from Serials Librarian to Chief of Technical Services may feel more secure in taking the new job if she can take someone from her present staff with her.

**Improving Job Content**

Probably the most difficult area of library work in which to create self-motivation is the work which involves repetitive, tedious tasks such as shelving, photocopying, filing cards, etc. Two techniques which can be used in these situations are job enrichment and work rotation.

Job enrichment should not be confused with another term "job enlargement." Job enlargement is the term used for situations in which a person who has one or two tedious tasks to do is assigned one or two more of the same kind of tedious tasks that have the same level of responsibility. In job enlargement, for example, a shelver who does his or her job well and quickly might be assigned more work shelving in other areas of the Library, or might be asked to do shelf-reading as well as shelving.

Job enrichment has a different meaning. Research in motivation has shown that people gain self-esteem when they accomplish a task which they have seen through from beginning to end. In job enrichment, for example, in an interlibrary loan department, one person might be assigned the job of typing all the interlibrary loan request forms after someone else has received and verified them. In a job enrichment program, the person who does only the typing would be given the additional responsibilities of verifying the request, mailing it, and then contacting the patron when it comes in. The person thus has the opportunity to gain satisfaction from doing a complete job and to get strokes for it from the patron who requested the item in the first place.

Work rotation is a technique which can be used to create self-motivation in situations when there are more than one person doing the same kind of work. Also, when a person

does the same tedious job for more than one hour, his or her accuracy and production speed tend to fall off. In a work rotation program, people doing the tedious jobs will rotate during the day so that each person gets to do a variety of jobs and learn a number of skills.

Work rotation can be used in situations other than clerical as well. For example, a Chief Public Services Librarian, Chief Reference Librarian, Interlibrary Loan Librarian, and Circulation Librarian might switch jobs for one day a week. This type of program would be beneficial to the individual in learning new skills and to the library, in case one of these staff members become ill or leaves.

**Providing Recognition and Positive Reinforcement**

Some motivation theorists state that periodic job appraisal is a method to help employees get themselves motivated. Periodic job appraisal is usually required by organizations but rarely provides a stimulus that will motivate an employee. To be effective, feedback on a finished task must be given as soon as possible after the task is completed, not 3 months or 6 months later.

The theorists are correct in part, because reinforcement can be a powerful motivator. One of the most important aspects of Transactional Analysis, developed by Eric Berne, is the concept of "strokes." A "stroke" is a unit of recognition and can be positive or negative, conditional or unconditional:

Positive: *I enjoyed the talk you gave today.*
Negative: *The report you wrote is not complete.*
Unconditional (positive): *I like you.*
Conditional (positive): *You did a good job on my literature search.*

There are many other kinds of strokes: hugging, kissing, other kinds of touching; giving attention to a person; listening; giving a person some of your time, etc.; even giving presents or money can be considered strokes.

Related to strokes is 'discounting.' Discounting is sometimes confused with negative strokes. The effect of a discount is to tell a person "You do not count with me, you are not important, I ignore you." Negative strokes, unlike discounting, can come from a caring attitude. Strokes are very powerful in helping people to change. Berne says "in order to get a person to repeat a behavior, stroke it!"

In order for a person to make changes, it is necessary for him or her to change his or her stroking pattern. This is, if he or she is getting a lot of negative strokes, it is important that he or she ask for and get positive strokes while making the change in behavior. It is also

important that the person stop discounting himself or herself and stop allowing others to do so as well. The implication of this for supervisors are obvious – if a supervisor suggests a behavior change in an employee, it is imperative that the supervisor stroke the changes as they are made.

**Participative Management**

Research in management shows that people will more easily accept new ideas, new work methods and new decisions about their jobs if they have been given the chance to participate in the planning of the change. Research has also shown that decisions made by groups are better than those made by individuals. Theory X supervisors will probably not find participative management to be a comfortable style of leadership, but Theory Y managers will use it with great effectiveness.

Does the group participate in every decision? A large percent of decisions are made in organizations without any group participation – and should be. Group members do not want to decide everything – they want to make decisions on issues that are crucial to getting their needs met. To get a rule of thumb about who to involve in the decision making process, ask the following questions:

1. Who has the relevant data? (The *quality* of the decision will be affected by this.)
2. Who will be affected by the decision? (The *acceptance* of the decision by the group is related to this question.)

Good team building is the basis for effective group processes in management. Gordon's *L.E.T.: Leader Effectiveness Training* gives guidelines and methods for building a productive management team. Dr. Gordon says that developing this kind of management team is the best possible kind of staff development.

Supervisors who want to develop a team must learn the skills that will foster an atmosphere of mutual trust – the unconditional positive regard or "I'm O.K., You're O.K." attitude in which employees will feel free to speak up, make suggestions, participate in problem-solving and criticize the ideas of their supervisors. Training in group processes would be extremely valuable for the supervisor who wants to develop an effective management team.

## MOTIVATION – PROBLEM STUDY

Martha Evans, age about forty-five, has worked for over nine years as assistant cataloger in a Cataloging Division of the Madison University Health Sciences Library. She is due to get her 10-year pin this year.

Although Martha has a M.S.L.S., she has not been motivated to do more in her job than to meet the average work standards which are established by the division each year. Her work is accurate and she gets along well with the other members of the Technical Services Staff.

You have just been hired as the head cataloger for the library. You have gone over Martha's record and have discovered that there are some periods during the year in which she has accomplished quite a good record with her work, meeting above average standards, but then other months when her average is below standard. You also know that Martha inherited some money several years ago and that every so often Martha reminds her co-workers that she does not have to work in order to live comfortably.

You believe that your problem with Martha is one of motivation. You have made an appointment to discuss her work record and your expectations of her work with her. She is coming into your office now.

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